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ABSTRACT

This packet of materials from the Los Angeles Herald Examiner's English-as-a-Second-Language (ESL) workplace literacy program, defunct since the newspaper's closing, contains the following items: an overview of the program; a list of units and subunits; two sample lesson plans; teacher guidelines about evaluation and progress; lists of specific language competencies and subskills for each of seven learner levels; a press release describing the program; a selection of student writing samples; announcements of the program in Spanish and English; an evaluation of the program, including a timeline, description of program outcomes, and recommendations for curriculum and administration; outlines of the roles of the literacy consultant and project manager; and a recommended program timeline from early planning through evaluation and a recognition luncheon. The program was intended for newspaper employees who wanted to learn to read and write in English and Spanish, and covered workplace issues and skills such as obtaining a job, the workday routine, getting pay, workplace responsibilities, health and safety, discrimination, union participation, ethics, promotion, and education. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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WORKPLACE ESL LITERACY PROGRAM OF THE LOS ANGELES HERALD EXAMINER NEWSPAPER

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LOS ANGELES
Herald Examiner

-PROPOSED WORKPLACE LITERACY CURRICULUM FOR THE HERALD

PURPOSE .

This curriculum serves as a guide for the instructor throughout the fifteen week workplace literacy pilot program. It is based upon a non-traditional educational process which has had tremendous success in progressive adult education programs and in community-based organizations. In this process, the written word or phrase comes from a process of dialogue, group discussions and problem-posing strategies. Critical thinking skills are emphasized.

GOALS

The instructional goals for this curriculum are to:

1. Improve oral communication skills;
2. Improve written skills;
3. Impove reading skills in English.
4. Improve self-esteem.

The goal of increased self-esteem is inherent in the overall project. Through this process of learning, the learners feel more confident and competent about their work. The value of education is to motivate the learner and improve communication between supervisors and workers . From the employer's view point, productivity will increase with a creative and cooperative employee whose commitment to the company will grow.

OBJECTIVES:

In order to reach our stated instructional goals each lesson has three specific objectives. These are to:

1. Understand the theme of the lesson.

2. Learn a Language Performance skill.

3. Develop critical thinking skills.

METHODOLOGY

Each objective has a corresponding activity. The WARM-UP activity is based on a lesson theme involving group discussion. The second is a CODE exercise based on a photograph depicting the daily activities of the learners at

the workplace. And the third activity is a DECODING EXERCISE emphasizing the development of Critical Thinking.

The WARM-UP ACTIVITIES and the instructions in each lesson will prepare the instructor to evaluate each lesson. They will also help the instructor focus on a potential GENERATIVE WORD, assess the learners and use the word as a warm-up exercise during the first ten minutes of the class.

CRITICAL THINKING in this manual provides the basis to initiate dialogue. It begins with a code from a photograph depicting real working conditions and other socio-economic situations of the participants. Through dialogue, participants become aware of their knowledge and contributions to the society in which they live and work. As the learners name the objects in the photograph, they will develop their language skills by describing the situation and perhaps how a machine or a tool works. After some discussion of how, when, who, where and why, the facilitator selects GENERATIVE WORDS and writes them on a large piece of paper.

EVALUATION

1. Learners will begin classes by answering questions using phrases in English and reading their own answers;

2. At the end of the course the learners will be able to speak, write and read sentences they've written as well as general statements about their work.

TEACHER'S INSTRUCTIONS

The teacher must be sensitive, and must act as an equal to the participants. S/he must lead the group through a process of collective investigation. S/he should allow everyone a chance to speak; no one should remain silent. The livelier the discussion, the more ideas are generated. S/he must stimulate the discussion, clarifying words or comments to the fullest. S/he should not provide his/her own ideas. From the discussion of the theme, the teacher will choose a GENERATIVE WORD which s/he thinks brings the cultural and socio-economic realities of the learners. All the words and phrases the teacher chooses to write down on the paper (large piece 18" by 24"), will be part of the curriculum. They will be used to remind the learners of previous discussions and will be used as warm-up exercises during the first ten minutes of each class.

As the learners take turns in reading the words out loud, the teacher asks the participants to think of similar words

that sound alike or are equal in meaning. At this time the teacher will either write the responses from the learners acknowledging the person by name and writing it down next to the suggested word, or keeping a record of the responses in a seperate notebook. The instructor will then ask the questions as given in the activity.

GENERATIVE WORD illustrates the socio-economic, cultural and at times political realities of the participants. It brings into play the learner as an active contributing participant not only in the classroom but in the society as well. For example, if during the discussion the word EMPLOYMENT is shown on the board, the learners might "generate" other words such as "employer", "employee", "unemployed", "underemployed", "income", "salary", "wages", etc. As the learners discuss the words critically, emotionally charged sentences will be generated. The learners will incorporate these sentences in the process of education. Such a process of reading written symbols (letters), brings into focus the collective experience of success and failure, the culture and its manifestations as part of the learners' universe.

It is this process of education that "passes from an accepting conscience to a conscience that is critical, awakening in the learner a new mentality: an adherence to the necessity of changes as a foundation for development" (See: **"The Paulo Freire System,"** The Medellin Papers, Colombia. 1968).

1. Introduction
   - Purpose: goals and objectives
   - Expectations

2. Obtaining a Job
   - Reading an application
   - Proof of Authorization to work in the U.S.
   - W-4A Form

3. Starting Work
   - The Daily Routine
   - Talking with CO-workers
   - Talking with Supervisors

4. Getting Pay
   - Hourly vs. Salary Pay
   - Benefits
   - Overtime
   - Payroll Deductions

5. Getting Through the Day
   - Rules and Responsibilities
   - Information About Deportation
   - Stress

6. Health & Safety
   - A Safe Workplace
   - Hazards in the Workplace
   - Acting for Health & Safety
   - After an Accident or Illness
   - Pregnancy on the Job

7. Moving Toward Equality
   - Discrimination-What is it?
   - Men's Work VS. Women's Work
   - The Double Shift: After Work

8. Participating in the Union
   - Belonging in a Union
   - Participating in the Union

9. Looking Ahead
   - America's Ethic Work Codes
   - Job Promotion-What's Needed?
   - Education for Our Families

Lesson 1. INTRODUCTION

THEME: Learners should be able to understand the purpose of classes at the workplace.

DESIRED LANGUAGE PERFORMANCE SKILL: Learner should be able to produce simple phrases such as "My name is..."; "My full name is..."; "My middle initial is...".

Instructions: Learners and instructor will form a circle and introduce each other. The facilitator will briefly describe purpose, time frame, and answer questions from learners. The learners' expectations and their concers should be discussed during this activity. The facilitator must recognize each learner by name and give each one the opportunity to answer the following questions.

WARM-UP ACTIVITIES: What is your name? What is your full name? Do you have a middle name? How long have you worked in this job?

CRITICAL THINKING: The facilitator will show a photograph of individuals working at the Herald, and will ask the following questions to the learners: What do you see on this photograph? How many people do you see? What are the workers doing? Are there any machines in this photograph? Do you recognize any? What do you call them?

Instructions: No prescribed vocabulary will be given. However, possible words which may be generated will be: WORK, EMPLOYMENT, PAPERHANDLERS, MAILROOM, PRODUCTION.

Effects: What do you do in your department? Do you do similar work as the workers in this photograph? What is the difference? How much time do you spend doing this activity? Who taught you how to do this work? Do you work by yourself or with someone else?

Affects: How long have you been doing this work? Do you like it? Why? Why not? Did you do this type of work before? Where? For how long? (If not), is this your first job? Where did you work before? What did you do? Why did you leave?

Thinking Ahead: Are you interested in doing something else? What? Where? Would it be possible for you to be promoted? What do you need to do to be promoted? Who do you have to speak with? When do you think you will do this?

Lesson 2. STARTING WORK.

THEME: Learners should be able to understand the requirements of being employed.

DESIRED LANGUAGE PERFORMANCE SKILL: Learners should be able to produce phrases such as "I am employed at the Herald Examiner," "I work as a...," "I work from ...to...,".

Instructions: In a circle, the facilitator will ask learners questions which focus on words such as APPLICATION, PROOF, AUTHORIZATION, ELIGIBILITY.

WARM-UP ACTIVITIES: What is an application? Did you fill out an application for this company? What questions did you have to answer? What words you remember reading about? Did you understand most of them? Which ones didn't you understand?

CRITICAL THINKING: If a photograph is shown ask the following questions. What do you see on the photograph? How many people do you see? What do you think this person is doing? Do you think this person will get hired? Why? Why not? If a word is shown, ask the learners to read and then spell the word and after some of the learners have spelled it, ask the following questions. What is an application? What is the purpose of an application? What kind of information do employers ask for in an application? What is a W-4A form? What is an alien? What is an immigrant? What is eligibility verification for employment?

Instructions: For this exercise, the instructor will show a photograph of workers applying for a job. (The photograph may be of a person filling out an employment application form or the facilitator may show one of the words suggested above).

Effects: Does the Herald Examiner ask employees to fill out an application? Did it ask you to write in your social security number? Did it ask you to provide an identification card? What kind of identification card did you show? Why do you have to show an identification card?

Affects: How does an identification card affect you? How does it affect the employer? How does it affect immigrants who don't have the proper identification card? Do you think employers need to ask employees their past experiences? Why? Who benefits from this process of documentation? Why?

Thinking Ahead: Would it be possible to work for an employer who doesn't require an application form? Who may benefit? How? Would it be possible to work for an employer who doesn't require eligibility for employment? Would this be better? What might undocumented workers do?

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TEACHER GUIDELINES ABOUT EVALUATION AND STUDENT PROGRESS.

I. Under teacher comments, teachers should write brief comments on learner's observable objectives and the general competency for each level. Teacher needs to specify whether the learner has perfomed a) above expectations, b) meets expectations or c) needs improvement.

II. * Progress:

1.) Keep all of a learner's writings in a folder (or in the work-book) and compare the learner's writings samples from time to time;

2.) Compare learner's ability to explain his/her own knowledge about specific job performance in relation to the skills we are trying to achieve;

3.) Record on a cassette tape player or on the newsprint the learner's responses about a problem identified;

4.) Reflect with the learners about the learning process, their attitudes toward reading, writing, computing, etc.;

5.) Record any new material or handbooks or forms brought and read by the learners which were discussed in class;

6.) When learners have finished a level, instead of using the word "test" to review, use words such as "reflect what we've learned" or "review";

7.) Keep tract of what the learners can do:

(a). The learner is able to read his/her own writing--i) with assistance; ii) without assistance;

(b). The learner reads ahead of an unknown word and returns to insert a word which logically fits given the context;

(c). The learner uses invented spelling i) rarely; ii) sometime iii) frequently;

(d). The learner is able to suggest revisions on other' writings--i) rarely; ii) sometimes; iii) frequently;

(e). The learne r is able to revise his/her writings, to add or

to delete teaxt--i) rarely; ii) sometimes; iii) frequently;

(f). The learner is able to identify problems given the theme of the lesson and contribute to the discussion of the analysis--i) rarely; ii) sometimes; iii) frequently.

*Adapted from Greg Leeds' "For ABE Teachers and Students: Tests that Don't Defeat. All Write News. March/April 1989 Vol. 5 No. 5

LEVEL 1

COMPETENCY

Learner able to function minimally. Can handle only very routine tasks. Job-related tasks can be easily demonstrated. Responds to simple oral warnings and basic commands.

SKILLS

- Learner is able to recognize and write legibly the alphabet in English;
- Recognizes and writes Arabic numerals 1 thru 10;
- Associates numerical quantity of numbers 1 thru 10;
- Reads small paragraph in Spanish or English and answers reflective questions;
- Completes simple sentences in English based on previously read small job-related paragraph;
- Recognizes and responds orally to job-related phrases in English;
- Writes about his/her job in a free style format in native language;
- Alphabetizes English, short vowel job-related words;
- Distinguishes job-related minimal pair words (cut - caught); verbally - in context
- Writes simple sentences in English using job-related words;
- Responds to simple job-related imperative sentences (Call maintenance!);
- Uses simple sentences with verb <u>to be</u> in present tense (We are workers);
- Shares ideas and problems generated by job-related photographs and visual aides using native language.

TEACHER COMMENTS:

LEVEL II

COMPETENCY:

Learner able to function with some difficulty in situations related to immediate needs. Can handle routine tasks which require oral communication and minimal reading skills, and in which all tasks can be easily demonstrated. Follows simple one step job-related oral instructions.

SKILLS

- Learner is able to write in a free style form about health and safety at the worksite;
- Understands and uses the verb to do in present and past tenses as main verbs (I do this job well);
- Practices and uses the verb to have in the present and past tenses (I have a hard time doing this; I had a hard time doing this);
- Upon request transforms singular to plural job-related terms (hour-hours);
- Uses singular and plural definite adjectives (This - These);
- Writes from dictation job-related words (Ear protectors);
- Transforms present tense simple sentences to present progressive (Mike works - Mike is working);
- Uses third-person singular morpheme in context to job-related sentences (The manager administers tasks);
- Responds to job-related affirmative phrases (Call the supervisor);
- Practices the use of personal pronouns (I, you, he, she...);
- Reads short paragraphs on Health & Safety as used at The Herald;
- Completes simple sentences in English regarding main theme of level (What is the meaning of Health & Safety?);
- Writes in a free style form about Health & Safety concerns at the worksite;

LEVEL II Cont.

- Locates key words and phrases from previous Health & Safety paragraphs;
- Recognizes and writes Arabic numerals 11 to 20;
- Associates numerical quantity of numbers 11 thru 20;
- Understands numbers 1 thru 20 in a linear horizontal form and uses concept for addition operations;
- Finds missing number in a simple addition operation;
- Understands and uses concept for subtraction operations in a vertical and horizontal format;
- Transforms singular to plural job-related terms (line - lines);
- Transforms present to simple past regular job-related verbs (damage - damaged);
- Answers functional questions (What type of equipment do you use?
- Writes job-related terms from dictation (size, job, money...);
- Distinguishes job-related minimal pairs (catch - match);
- Exercises uses of job-related possessive frases (Worker's benefits);
- Shares ideas and problems generated by job-related photographs & visual aides.

TEACHER COMMENTS:

LEVEL III

COMPETENCY

Learner can satisfy basic needs and a few not-specific routine job-related tasks. Can handle entry level jobs that involve simple oral instructions, but which tasks can also be demonstrated. Has difficulty writing on his/her own but reads and understands job-related small paragraphs with some compound sentences. Follows two-step job-related oral instructions.

SKILLS

- Learner is able to write in a free style form (mostly in English) about company's policy and benefits;
- Transforms singular to plural job-related terms (manual - manuals);
- Exercises uses of present progressive (train - training);
- Reads and understands uses of possessive job-related sentences (We had to fill out the shift's report);
- Transforms regular and irregular present verbs to simple past (show - showed; notify - notified);
- Writes simple sentences using job-related terms (The strength of the belt is giving out);
- Reads and understands job-related phrases (Check the labels!);
- Alphabetizes English, long-vowel job-related terms (week, leave...)
- Reads and answers questions from job-related small paragraph;
- Writes sentences using key words related to paragraph read previously;
- Recognizes and writes Arabic numbers 20 thru 100;
- Adds and subtracts simple operations;
- Familiarizes with English irregular past verbs (hurt - hurt);
- Answers job-related word problems;
- Finds missing number in simple multiplication and division operations;

LEVEL III Cont.

- Reads and understands simple division and multiplication in a linear horizontal form;

- Understands concept of same repetetive numerical value sequence in a linear horizontal form;

TEACHER COMMENTS:

LEVEL IV

COMPETENCY

Learner can satisfy basic survival needs and some limited social demands. Can handle jobs and job training that involve following simple oral and very basic written instructions but in which tasks can also be demonstrated. Reads and writes compound and some limited complex sentences. Reports specific problems encountered to finish tasks. Learner lacks some skills but can learn the job with available company programs.

SKILLS

- Learner is able to write logically with some informal diction about guidelines and responsibilities at the worksite;
- Recognizes meaning of job-related terms and their differences in sound but similar morphemes in initial position (check - chemistry);
- Uses and understands the five senses (sight, smell, feel...);
- Recognizes and uses the basic colors (brown, black, white...);
- Recognizes opposites (tall - short);
- Recognizes differences in allophones (sell - seize);
- Recognizes and uses comparative and superlative adjectives (high-higher - highest);
- Understands and uses plural possessive forms (The co-workers' hard hats are in the closet);
- Recognizes and uses similar allophones but different morphemes (shop, position, delicious, push);
- Recognizes and uses job-related terms with diphthongs (quality);
- Writes sentences using present progressive forms (I am going on my break);
- Writes job-related words using plural forms (time cards, switches);
- Answers questions regarding small paragraph of company's policy;
- Familiarizes with abreviations of functional use (Friday - Fri.);

LEVEL IV Cont.

- Recognizes vowels in initial position and their different sounds (adapt - able; each - egg...);
- Recognizes and uses English consonants in words with initial position and their sounds (center - case);
- Recognizes and uses common English words with initial consonant clusters (block, brush, clear, ...);
- Recognizes and uses irregular verbs whose past tense ends in d (Have - had; hear - heard);
- Reads and compares main idea of a job-related small paragraph;
- Writes a small descriptive paragraph;
- Recognizes and uses auxiliar verb Do in present and past questions (Does the company provide a safety precautions manual?);
- Recognizes and uses the present and past of the verb to have in questions (Have you a dollar?; Has he a dollar?; Had she a dollar?);
- Recognizes and uses the auxiliar verb will in simple future questions (Will you apply for the new position?);
- Recognizes and uses the verb to be in questions in the present and in the past tenses (Am I working tomorrow?; Were you working in the production department yesterday?);
- Recognizes and uses Wh- questions (Why, where, who, ...);
- Recognizes and uses Arabic numerals 100 thru 1,000;
- Reads and understands concept of fractions in a linear horizontal as well in a vertical format;
- Performs basic addition and subtraction computations with job-related fractions and decimals;

TEACHER COMMENTS:

LEVEL U

COMPETENCY

Learner is able to satisfy most survival needs and limited social demands. Can handle jobs and company's job training that involve simple oral and written instructions and diagrams. Responds to multiple-step oral instructions without visual references. Paraphrases what he/she has read. Recalls job-related material; reads and compares information from different situations.

SKILLS

- Learner is able to write in simple logical and organized manner about his/her function in the industry;
- Reads and answers reflective questions about company's production;
- Practices and understands irregular verb forms which change an internal vowel in the past tense (Drgw - drgw; drjve - drgve);
- Reads, understands and answers questions regarding key job-related paragraph of a specific company's system;
- Reads and understands concept of "team work" in the production;
- Recognizes and uses the verb to do in job-related negative sentences (I do not want to lose my job);
- Familiarizes and uses the verb to do in job-related contracted negative sentences (I don't know anything about the shipping department);
- Familiarizes and uses the auxiliary verb will in job-related contracted and non-contracted negative sentences (I will not work tomorrow; I won't work tomorrow);
- Familiarizes and uses the past participle, present and past forms, in job-related contracted and non-contracted negative sentences (I have not worked in the shipping department; I haven't worked in the shipping department);
- Familiarizes and uses the verb to be, present and past forms, in job related contracted forms (He is not working; He isn't working);

LEVEL U Cont.

- Understands and applies simple ratio job-related math problems;
- Understands and applies simple percentage job-related math problems;

TEACHER COMMENTS:

LEVEL VI

COMPETENCY

Learner is able to satisfy survival needs and routine work and social demands. Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations. Reads and understands word problems from math and graphs. Reads explanations and ideas from other stations. Reports and describes nature of job-related problems. Paraphrases in simple words from new video training modules.

SKILLS

- Learner is able to read about company's general principles and able to answer questions regarding such principles;
- Writes possible solutions to job-related problems as documented from experience;
- Illustrates graphically quantity production from a daily, to a weekly to a monthly data;
- Recognizes and uses irregular verbs which change the final consonant in the past form (bend - bent; build - built);
- Recognizes and uses irregular verbs which change its internal vowel and its final consonant in the past form (bring - brought);
- Answers specific questions from directions based on a job-related training module;
- Provides possible solutions based on analysis from a job-related written problem;
- Compares two different processes of production and answers key questions for comprehension;
- Orders logically a job-related production process;
- Reads and understands convertion formula of Farenheit and Centigrade scales;
- Observes and uses Metric Convertion Table;

LEVEL VI Cont.

0 Recognizes and uses (<) less than and (>) greater than quantities (12 > 10; 8 < 15);

0 Recognizes and uses "average" job-related problems.

TEACHER COMMENTS:

LEVEL VII

COMPETENCY

Learner able to participate effectively in social and familiar work situations. Reads, writes and computes with some accuracy about every day work situations. Reads safety directions, signs, labels and bulletins. Recognizes meaningful symbols regarding work. Uses tables for specific tasks and locates proper information in order to solve job-related problems. Follows new training video modules and able to answer questions for comprehension.

- Able to write in English at least two paragraphs about production, productivity and efficiency at the workplace;
- Understands logical procedure of computer information filing system;
- Associates computer logical procedure with a company's training module;
- Recognizes and uses separable two-part expressions (The parents bring up the children properly; The parents bring the children up properly);
- Recognizes and uses inseparable two-part expressions (I'm going to look into the computer; *I'm going to look the computer into);
- Recognizes and uses idiomatic expressions (after all; at first; at once);
- Recognizes and uses cognates (accident - accidente; acid - acido);
- Reads and analyzes a nine-step job-related training procedure;
- Reads and answers questions about industry's production, productivity and efficiency;
- Reads and answers questions about industry's profitability and responsibility;
- Describes in own words information about a job-related video training module;
- Understands and uses prepositions effectively (at, to, in, over...).

TEACHER COMMENTS:

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II. * Progress:

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3.) Record on a cassette tape player or on the newsprint the learner's responses about a problem identified;

4.) Reflect with the learners about the learning process, their attitudes toward reading, writing, computing, etc.;

5.) Record any new material or handbooks or forms brought and read by the learners which were discussed in class;

6.) When learners have finished a level, instead of using the word "test" to review, use words such as "reflect what we've learned" or "review";

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Herald Examiner

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Educational Services Manager

THE LOS ANGELES HERALD EXAMINER WORKPLACE LITERACY AND LANGUAGE PROGRAMS

The Los Angeles Herald Examiner has made a commitment to workplace literacy and language development by offering two programs for its employees. One program, Literacy/ESL, was offered for employees who wanted to learn how to read and write in English as well as Spanish. The other program was aimed at native English speakers who wanted to converse in Spanish.

The workplace literacy/ESL class was the first such program west of the Mississippi River. While several businesses have volunteer one-on-one tutoring and many contract with school districts to provide more advanced skill classes, the Herald was the first to offer a workplace literacy program run by the employer internally for the employees.

The curriculum was tailor-made for Herald Examiner employees by California Literacy, Inc. The goals and objectives were defined after employee and supervisor needs were determined through an interview process. Employee's knowledge and work experience provided the basis for the curriculum.

Begun as a pilot project last year, the fourth 15 week session of the Herald Examiners' Literacy/ESL class began last month. The program, while having a small but steady, enrollment, has been successful according to both the supervisors and the employees who take the class three times a week during their lunch hour. The benefits are immeasurable, both in confidence and skill levels. One employee was able to read for the first time his daughter's essay - as well as write his own sentences!

The program was featured at the last Biennial Laubach Literacy Action Conference in San Diego. Over 2,000 literacy volunteers from the United States, Latin America and Canada attended. Ten attendees, representing a variety of businesses, came to Los Angeles to observe the Herald Examiner's class.

The Herald Examiner also offers Spanish as a Second Language Classes. Employees were highly motivated to attend and with good reason - recent figures indicate that Hispanics form 25-30% of the total population of Los Angeles. While many Hispanics are

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bi-lingual, it has been estimated that 17% speak Spanish as a primary or sole language. Being able to converse in Spanish is not only an advantage to Herald Examiner personnel, it's a necessity.

Sixty employees took advantage of the first ten week session in five beginning and one intermediate class. The second session began recently with two beginning, three intermediate and one advanced class. Employees spend two hours once a week in intensive Spanish only classes conducted by Berlitz International.

Employees from editorial, circulation, advertising, transportation, administration, systems and promotion are taking advantage of the classes. Many agreed with the reporter who said, "This is an invaluable opportunity to learn a language we must learn if we are going to work effectively in Los Angeles.

STUDENT WRITING SAMPLES

I Lived im Guatemala And worked
SHoemaker And I LIKed THAT
ciudeVI came too LOS Angeles. too WORK
Im WORKIMS. I m HAPPy WIKOOS I HAVE
A FAmiLA And MAY SOOMS ARe GoIMS
too SCOOLL

SOMdAY I WAMTT to go BACK too
Guatemala

I am MarcOS

I — AM
YOU — ARE
HE — IS
SHE — IS
IT — IS
WE — ARE
THEY — ARE
HE-ARE IN THE
LASSROM WHIT
REND ESTUDENT

THEY ARE GAPI ON
HE HOUSES WHIT

ARE THEY IN A BUS?
ARE THEY - IN THE CORNER?
ARE THEY - going TO ESTUDEN study?

I AM WORKINGS
I AM IN MY HOUSE
I AM IN MY ROOM
YOU ARE IN THE CLASSROM
YOU ARE STUDENT
YOU ARE A WOMAN
HE IS A MAN
HE IS A WOMAN,
HE IS AT WORK
SHE IS A TEACHER
SHE IS ON THE BUS
SHE IS ON THE HELICOPTER

IS IT A CAR?
YES IT IS A CAR
IS IT A HOUSE?
YES IT IS A HOUSE
IS IT A BUS?
YES IT IS A BUS
ARE WE BOIS?
NO ARE WE MAN
ARE WE STUDING?
YES ARE WE STUDING

ARE WE WORKING?
YES ARE WE WORKING
THEY

session 5

MARCOS ESCOBAR

are these Bycicles
Not these are Not bycieles
these are sail Boat

ARe these ambulace
Not these are not ambulace
these are ~~ambulance~~ ship

ARe these ARe ship
Not these ARe ship
these are school Bus

both - Broder
~~Bot theater is not dept~~
theatre is good
m. thin
helth salud
Breath aliento
thick grueso
~~teeth~~
~~he leather is good~~
~~bathe is food~~
~~bathe~~
older viejo Bother Leather

I want to said Thanks to the preson in charge to bring to the people the English Classes, too many People need speak english in this paper bot only a Few persons assist to this curse.

Thanks for eoeeything ano I hope foe THE Cortinuacion of this Classes, my English reading ano speaking is now bettge from months ago.

Thanks to the teachers ano supervisor.

Carlo Torres.

¿QUIERE COMUNICARSE MEJOR EN INGLES?

El Herald Examiner esta ofreciendo clases bilingues para mejorar la comunicacion en ingles para aquellos empleados que lo necesiten.

Duracion del curso:	del 12 de enero al 21 de abril de 1988
Se llevara a cabo los dias:	martes, miercoles y jueves
Horario:	12:45p.m. a 1:45p.m. -o- 9:50p.m. a 10:50p.m. Escoja el horario que mas le convenga.
Lugar:	Safety Training Room - en la esquina sur-oeste del Press Building entre el cuarto de correo y el Pressroom. Guiese por las senales.

Si le gustaria participar solamente asista a cualquier secion el martes 12 de enero de 1988. Dada a la circumstancias del curso, el cupo en cada clase es limitado a 20 empleados.

WANT TO IMPROVE YOUR ENGLISH COMMUNICATION SKILLS?

The Herald Examiner is sponsoring bilingual classes to help limited English-speaking employees develop their English communication skills.

Class Schedule:	January 12 through April 21, 1988
When:	Tuesday, Wednesday and Thursday
Time:	12:45p.m. to 1:45p.m. -or- 9:50p.m. to 10:50p.m. Choose the most convenient time.
Place:	Safety Training Room - stairwell in southwest corner of Press Building on floor between the Mailroom and the Pressroom. Look for signs.

If you would like to participate, simply attend either session on Tuesday, January 12, 1988. Due to the personalized nature of the curriculum, space in each class is limited to 20 employees.

LOS ANGELES HERALD EXAMINER
and
CALIFORNIA LITERACY, INC.

WORKPLACE LITERACY CLASS
EVALUATION

PURPOSE

The Herald Examiner's management determined that a significant number of employees had a limited ability to communicate in the English language and that some were not literate in either Spanish or English. Management was willing to make a financial commitment to help the employees. Bonnie Oliver, a literacy advocate affiliated with KCET and Project PLUS, was contacted. She developed a proposal for a workplace literacy pilot project at the Herald Examiner.

The goal of the class was to not only provide a program with emphasis on oral skills such as ESL, but to provide a program designed to help the illiterate and functionally illiterate. The classes, by their nature, would also:

1. Facilitate communication with co-worker and supervisors.
2. Enhance the employees' enculturation process and corresponding perception of themselves as productive employees and citizens.
3. Increase employee productivity.

The proposal outlined 4 different plans for the Herald Examiner to consider: Use of a Laubach Volunteer ESl Program; use of a Los Angeles Unified School District Program; use of a private organization, English Language Services; and use of a Workplace Skills Trainer through California Literacy, Inc. After considering scheduling, costs, and, most importantly, the desired emphasis of the program, the Herald Examiner chose to work with the Workplace Skills Trainer. Raul Anorve of California Literacy, Inc. was selected to serve as consultant for the project.

TIME FRAME

September, 1987

The Literacy Team (Bonnie Oliver, KCET; Raul Anorve, California Literacy,Inc.; and Kathy Parsons, Herald Examiner) established a time frame for the project. The activities listed below were part of the original goals established during these meetings.

October, 1987

1. Decided on target group of employees by meeting with supervisors, personnel department, the union and management.

2. Arranged facilities and suggested class schedules based on target group's needs.

3. Gathered and analyzed company materials appropriate for target group's curriculum needs: job application forms, insurance forms, safety instructions, tax forms and others.

4. Took slides of the specific work environment for use during explanatory meeting with supervisors and employees.

5. Discussed management's level of involvement. Would they attend classes? provide employee incentives? provide materials and supplies? send memos to supervisors? give promotional assistance such as payroll envelope information sheets, bulletin board announcements and in-house newsletter coverage? desire monthly reports from the Literacy Team?

November, 1987

1. Consultant met with supervisors to obtain their views on what the curriculum should stress. They all agreed that oral communication skills should be emphasized. The meeting also allowed the consultant the opportunity to gain the supervisors' support of the program.

2. Consultant conducted individual needs assessment with targeted employees over a two day period at the worksite to gain information and promote the program.

3. Consultant designed individualized curriculum materials based on supervisors' and employees' needs.

4. Consultant requested resumes from interested teacher applicants and interviewed prospects.

5. Team made decision about class scheduling: one hour class meeting three days a week for 15 weeks. One to be held at noon and one at 10:00 pm to accommodate differing shifts.

December, 1987

1. Consultant hired and trained teachers. No easy task considering the time and location of the classes.

2. Classroom and materials were prepared. Supplies included: chalk board, newsprint, slide projector, screen, notebooks, and pencils.

3. Project manager arranged for parking, created teacher invoices and contracts, sent memos and reminders to supervisors and employees in English and Spanish.

4. Consultant designed a pre-assessment instrument to evaluate employees' skill levels.

5. Consultant conducted a preliminary class for interested employees from the targeted departments. It provided an opportunity for the consultant to recruit students personally.

January, 1988

1. Classes began on January 12. The first eight weeks the curriculum was based on tailor-made work place curriculum. No formal written/oral assessments were given because based on an informal teacher/consultant analysis, employee skill levels were too low for formal testing in either Spanish or English. One student had never attended school before and had a second grade reading level in his native tongue. Another student read, wrote and spoke English on a purely functional level. The other participants needed work on differentiating the written word from the spoken, and pronuciation.

2. The night class was cancelled after a period of deliberation. There were problems with departmental scheduling changes and the teacher's transportation.

February and March, 1988

1. The day class continued with 6 to 8 employees attending fairly regularly.

2. Consultant, instructor and project manager met to evaluate the class, up-date the curriculum and discuss any problems. The consultant visited the class every two weeks.

3. The teacher submitted a weekly attendance and activity report.

4. The project manager kept management apprised of class activities in monthly reports.

5. A formal assessment was conducted at the end of March. The San Diego Bilingual-Bicultural Diagnostic Test was used. It indicated that four students had shown a marked improvement in oral skills while two showed some improvement. Students also completed a class evaluation. The results were positive. Students were able to write a description of their native country and their own background in English.

6. Curriculum adjustments were made which focused on the needs of the 6 regularly attending students.

April, 1988

Classes ended April 21. A luncheon was held in the students' honor with representatives of the Herald Examiner, California Literacy, Inc. and KCET in attendance. Students were given an achievement certificate. A story and photo appeared in the in-house newsletter.

PROGRAM OUTCOME

Student Assessment

The attached writing samples provide evidence of how important the class is to the students. They want to continue attending classes because they want to have better communication with their supervisors. The classes provided an opportunity for the employees to practice both written and oral English language skills and to participate in discussion about their work at the Herald Examiner. The classes have helped students have more confidence in themselves.

Supervisor Assessment

The supervisors confirm the students' assertions. They believe that the classes are important. From their perspective, the students not only enjoyed the classes, but have improved their communication skills. The supervisors rated these employees overall work morale as high.

Literacy Team Assessment

The language skill levels of all participants improved substantially for all but the two lower level students. The students are able to understand the meaning of key words and are able to follow oral one step directions. Further, they are able to interpret task-related communications such as following, clarifying or providing feedback to oral explanations. While employees can now discuss work related items in English, most would use their native language in casual conversation. The two lower level students showed moderate improvement in reading comprehension and speaking skills.

RECOMMENDATIONS

Incentives

Scheduling problems are inherent in a company that has employees working on various shifts 24 hours a day and in a situation where the employees attended the classes during their own time. While nightshift employees indicated a high degree of interest in attending a class, in reality time at home with the family, transportation difficulties and departmental scheduling changes made it incredibly difficult for employees to attend a night class.

In an ideal situation, it would be beneficial for the program if employees could attend classes during work time. An alternative would be to provide employees with a full day off upon successful completion of the program.

Another possible incentive would be to allow successful students to get further training from an independent source during company time. The company could also pay registration fees for night classes for advanced students.

It must be noted, however, that the students who were willing to attend the class on their own time were also willing to put effort into learning. These students were self-motivated and, as teachers know, that quality makes intense learning possible.

Program Support

Supervisors' support is crucial to the success of the class. Without their support, several employees would have had a hard time attending class due to the demands of the workplace. A supervisor who is supportive and flexible often finds ways for the worker to attend class. Obviously, management's support is absolutely necessary prior to even considering a class.

Teacher Selection

The day instructor proved to be flexible and dependable in implementing the workplace literacy curriculum. He gained the confidence of the participants and was sensitive to their needs. But because of the experience with the night instructor, teacher candidates need to be made aware of the difficult task of working with adults, and working with an "unusual" schedule. It is important to give a proper perspective for the problems with the night instructor: the Herald Examiner is located in downtown Los Angeles, a place many people are not willing to go for one hour at 10:00 pm.

Evaluation

Some form of student evaluation should be conducted at the beginning, middle and end of the program. When it was discovered that writing in Spanish or English was not possible for students at the beginning of class, tape recorders were used to record students' oral skills. Upon reading the students' evaluations, the Herald Examiner's Chief Operating Executive authorized a second session. He felt that the need and desire was strong.

A continual evaluation of the curriculum is necessary. The instructor could be provided with objectives that would make it easier for him/her to reach the goals recommended by the literacy consultant. Although the teacher is trained in literacy techniques prior to the beginning of class, he/she needs the opportunity to ask questions and revise techniques as he/she becomes more familiar with the students needs. Weekly or bi-weekly meetings with the project manager, the literacy consultant and the instructor are recommended.

Workplace Curriculum

It is extremely important to begin a workplace literacy curriculum with materials about the workplace. Slides are the best approach because the students are given the opportunity to talk about their field. It allows the teacher times to analyze individual oral and written communication skills by using a common non-threatening topic. It also gives the employees a chance to learn about the Herald Examiner and see themselves as part of a team effort and to understand how important their individual jobs are to the success of the company.

ROLE OF LITERACY CONSULTANT

1. Part of planning team from proposal writing to final evaluation.
2. Develop curriculum based on the workplace.
3. Develop questions for interviews with employees, management and others, and conduct interviews.
4. Recruit, interview, recommend and train perspective teachers.
5. Monitor progress of class and curriculum.
6. Meet with Literacy Team regularly to evaluate progam.
7. Visit class on a regular basis, adjust curriculum if necessary and make suggestions to teacher.
8. Assessment: Design or provide preliminary and end evaluation materials.
9. Write final analysis with the Literacy Team.

ROLE OF PROJECT MANAGER

1. Determine, with management, need for class.
2. Determine commitment from top management in terms of time, funding, staff, space and support.
3. Design and produce promotional materials: in-house newsletter stories, payroll stuffers, bulletin board memos.
4. Provide classroom, parking, payroll forms, invoices and materials.
5. Meet on a regulary basis with the Literacy Team.
6. Prepare monthly up-dates for management.
7. Organize the end of the class activities: luncheon, certificates, and so forth.
8. Write final analysis with the Literacy Team.

RECOMMENDED FACILITATOR TIMELINE

	OCTOBER					NOVEMBER					DECEMBER					JANUARY					FEBRUARY					MARCH					APRIL				
	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Confirm Incidentals	X																																		
Arrange Facilities	X																																		
Time Schedules	X																																		
Determined Selected Departments and Supervisors	X	X																																	
Determine Management's Role	X																																		
Permission for Raul to Meet with Supervisor		X	X																																
Gather and Analyze Herald Work Materials				X	X																														
Herald Photographs Shots of Workplace					X	X																													
Determine Employee Compensation		X	X																																
Complete Enrollment Card			X	X				X	X																										
Memo to Supervisors J/McC Re: Meeting		X				X																													
Raul Meets with Supervisors							X																												
Conduct Employees Needs Assmt.								X	X																										
Design and Revise Curriculum Material										X	X	X	X																						
Computer Layout and Print Materials														X	X																				
Interview Teachers												X	X																						
Train Teachers														X	X																				
Arrange Classroom														X	X																				
Classes																	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
Facilitator/Trainer Meetings	X				X					X					X					X					X					X				
Evaluation																																			
Prepare Objectives			X	X																															
Design Pre-assessment Instrumt											X	X	X																						
Mid-project assessment																								X											
Post Testing																																	X	X	
Program Evaluation																																			X
Project Assessment																																			
Recognition Luncheon																																X			
Plan Achievement Certificates																														X					
Future Recommendations Meeting																																			X